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ABSTRACT

An 18-week course of study whose objective is to enable middle school students to become capable, functional writers is discussed in this monograph. The first section is a treatment of course objectives and overall design, containing semester, course, and instructional unit outlines. The second section of the monograph discusses instructional procedures, offering a method of introduction and orientation on the first day, the specifics of unit one of the course, and a teacher's guide to unit three to serve as an example of how to teach the 15 units of study. Appendixes contain sample worksheets and student activities, a script for a slide tape presentation during the introductory lesson, an informal inventory of functional writing skills, a student survey form, and additional materials helpful for unit presentations. (RL)

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WRITING POWER

A COMMUNICATIONS LAB COURSE IN FUNCTIONAL WRITING

Resource Monograph No. 23

Barbara M. Kaiser

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TABLE OF CONTENTS

COURSE OBJECTIVE AND OVERALL DESIGN 1

Semester Outline 3

Course Outline 7

Instructional Unit Outline 9

INSTRUCTIONAL PROCEDURES

Introduction and Orientation: First Day 13

Working Unit One: Specifics 16

Unit Three: Teacher's Guide 22

APPENDICES

A Worksheets and Student Activities 27

B Script for Slide/Tape Presentation 40

C Informal Inventory Of Functional Writing Skills 46

D Student Survey 57

E Additional Materials Helpful for Unit Presentations 58

Story Selections

Words Most Frequently Used in Basic Writing

Course Objective and Overall Design

The overall objective is to enable each student to become a capable functional writer. It is explained at the beginning of the course that this is the starting point for all writers...the basic fundamentals. These basic ingredients are the same for everyone. A person's unique and special individuality takes him or her across the bridge from functional, practical writing into the special world of the poet, the author, the dramatist.

But not everyone wants to travel that bridge. For many of us, the ability to write functionally, to express needs, wants, and ideas, and to relate experiences in a forthright and practical way, through the world of written communication, is sufficient. In this case, to write sufficiently is to write well.

This is a world open to all who can read. It is not a world of secrets or mysterious shadows. It is ours for the asking and ours for the learning.

The careful sequence and structure of this course gives even the most reluctant learner the necessary guidelines, purposes, and format for accomplishment. At all times, the student knows what is expected, what the objectives are, and how they may be achieved. The student is given immediate feedback and positive reinforcement and the means of self-correcting errors. The student is also given the opportunity to work alone and with others to achieve.

The course objectives and design are based on the belief that writing mastery is achieved best through a highly sequenced pattern of mini-steps.

These steps should be presented to the student in their simplest form and there should be only one concept presented at a time. As each concept is presented, it is essential that immediate reinforcement and application be given. The following is one way of focusing clearly on the components of this curriculum:

1. individual checksheet (worksheet): does the student understand the concept presented? can the student associate the concept with previous concepts learned? does the student perceive the overall design? can the student follow through?

2. small group or partner involvement: problem solving with others to apply the concept learned, sharing responsibilities and tasks, relating with the perceptions of others to fit the concept into the overall design, preparing the student for the responsibility of individual application

3. individual application: can the student independently apply this concept? can the student progress from abstract to concrete and practical? can the student without further direction apply this beyond the classroom?

4. review: through a thirty-minute, twenty point quiz, the student has an opportunity to match concept with practical application and score or measure individual growth by self-checking

5. individual reporting: the individual has an opportunity to share with peers an individual application of personal choice; sharing one's successes with others is an essential part of the reinforcement cycle.

In this semester course outline, a highly structured, sequenced curriculum is meticulously followed.

SEMESTER OUTLINE

WEEK ONE	Orientation and introduction to course, including student made slide-tape presentation; The Student Survey; The Informal Inventory of Functional Writing Skills
WEEK TWO	Conferencing with individual students; Students involved in small group independent activities, such as LANGUAGE MODULE PACKETS
WEEK THREE through SEVENTEEN	The Curriculum beginning with Unit One and following the procedure outlned: Monday; Review and Self-Checking Quiz Tuesday through Thursday: Concepts Development with accompanying worksheets and planned activities Friday: Student sharing and reporting to total group; preliminary review
WEEK EIGHTEEN	Final review; open discussion; The Informal Inventory of Functional Writing Skills

There is adequate balance throughout between large group presentation, individual work and small group or partner sharing for each concept presented. Fifteen units, each containing a carefully sequenced set of concepts, provide the teacher with suggestions for concept presentation followed by prescribed activities for skill development. Accompanying handouts and activities are suitable for duplication and carefully coded to each unit presentation. (See Appendix A) The eighteen week course begins with a motivational strategy and general orientation which includes a short slide/tape presentation (see Appendix B) made by P. K. Yonge students. This introduces the purpose and scope of the world of functional writing and encourages observers to visualize their individual role within this world.

Through a series of proof-reading activities and the administration of an inventory of functional writing skills (see Appendix C), students are able to do a self-evaluation to determine individual purposes for the course. A self-study is accomplished through an attitude survey (see Appendix D) and small group discussion of position papers. Purpose, focus, and self-evaluation is continued through an individual teacher-student conference following the scoring of the Informal Inventory of Functional Writing Skills. At this time, each student has a frame of reference upon which to measure all subsequent activities in the course and to understand the particular relevance to his or her situation. The orientation, inventory, and conference occurs during the first two weeks of the semester.

During the individual one to one conferencing, module packets for group peer interaction activities that are related to written language skills are provided. These modules involve students in independent, self-directed learning activities that preview the curriculum.

During the next fifteen weeks, each concept is carefully presented according to the format which follows. Each concept is presented in a series of three mini-units on each Tuesday, Wednesday, and Thursday, respectively. Mondays are scheduled for review and self-checking twenty-point quiz based on the concepts and mini-units presented in the previous week. A list of additional materials helpful for unit presentations is included as Appendix E. On Fridays, all students have an opportunity to share success with their peers by reporting on an individual application of their choice. This can be successfully accomplished because all individual applications have been done during the previous week and the Friday activity requires the student to make a choice and a very brief presentatior to the total group. Each week, there will be time for only fifteen or twenty presentations. Therefore, all students can present on a volunteer basis.

The final, or eighteenth, week of the course is given to final review, open discussion, and post-testing. Students may review by any or all of the following means and at the teacher's discretion: small group sharing, study with a partner, or independently. The third and fourth day of the final week is designed for students to check their own post-inventories and compare with the pre-inventory and chart progress.

Student success and achievement seems to depend on the following factors built into the course structure:

(a) understanding the scope and sequence of course

(b) understanding purpose of course

(c) building a framework of reference

(d) understanding general procedures to be followed and consistent application of these procedures

(e) awareness of what is expected of the student

(f) certain time built into class period for "out of class" assignments

(g) immediate feedback

(h) positive reinforcement

(i) self-checking

(j) problem solving with peers

(k) variety within the limits of consistent patterns and safe boundaries

(l) opportunity to share success

(m) balance between working alone and working with others

(n) balance between large group presentation, small group interaction, and individual application

The specific objectives of this course can best be understood by close examination of the fifteen-week course outline:

COURSE OUTLINE OF FUNCTIONAL WRITING SKILLS FOR
MIDDLE SCHOOL STUDENTS

UNIT ONE	The differences between written and oral language; the precision of written language; word ordering; sentence recognition and completion
UNIT TWO	Writing a simple sentence; finding the basic parts of a sentence; word substitution; pronouns; other nouns; capitalization and punctuation
UNIT THREE	The basic parts of speech; Write it Right Checklist; sentence combining
UNIT FOUR	Proofreading, an Introduction; more work with adjectives and adverbs; word substitution
UNIT FIVE	Expanding the simple sentence; compound sentence; adverb clause
UNIT SIX	More ways to expand the sentence - adjective clause and prepositional phrase
UNIT SEVEN	Compound sentence and complex sentence; compound subject; compound predicate; subjects and predicate
UNIT EIGHT	Sentence combining (see Unit Three) as an introduction to composition; punctuation; more about commas
UNIT NINE	Descriptive language; word substitution; figurative language
UNIT TEN	Expansion of basic parts of speech and emphasis on use in sentence structure; noun-verb agreement
UNIT ELEVEN	Giving messages and information; telling events; being specific; an event -- the facts, the details and the sequence
UNIT TWELVE	Defining and Writing a Paragraph; writing a topic sentence and a closing statement

UNIT THIRTEEN Writing an autobiographical paragraph; naming and developing a character; writing a biographical sketch; expanding paragraphs

UNIT FOURTEEN Writing about things; a formula; a paragraph developed into a story of four paragraphs; writing a short fantasy; using conversation in writing

UNIT FIFTEEN Writing a letter requesting information; giving information; informal letters to friends; filling out forms requesting information; placing an order by mail

INSTRUCTIONAL OUTLINE FOR
WRITING POWER COMMUNICATIONS LAB SEMESTER COURSE

Daily Outline for each unit

MONDAY
Oral Review
Written Review (following concept presented during previous week)
20 Pt. Quiz

TUESDAY through THURSDAY, each day

PRESENTATION OF CONCEPT

INDIVIDUAL WORKSHEET/CHECK

SMALL GROUP AND/OR PARTNER

Problem solving and review of concept and practice cooperatively involving a small group or one partner

INDIVIDUAL APPLICATION

FRIDAY
INDIVIDUALS REPORT OF APPLICATION

Students select favorite of three application assignments received on Tuesday through Thursday and report to total class. Each student has three minutes maximum to report to total group. Student may choose to report as part of a group.

The ORAL REVIEW on Mondays will consist of fifteen minutes of large group review and discussion will follow if indicated. Individual class members will spend a maximum of twenty minutes doing a 20 point self checking quiz.

The presentation of concepts will be done in mini-units as described on the following page. It is an essential element of this program that each carefully sequenced set of concepts be presented, daily, mini-units on Tuesday, Wednesday, and Thursday. Students must be assured with positive feedback and an opportunity for immediate reinforcement of each mini-concept presentation.

Individual application will be an assignment given to individual students. In some cases, several assignments suitable for individual application may be given and students, as individuals, may make their choices. Each assignment is begun in the classroom but is completed outside of the classroom. Each assignment is not to exceed thirty minutes in length, including class time.

Unit Outlines

UNIT ONE

T	1.1	Differences between oral and written language
	1.2	The freedom of drawing; the precision of written language (interpretations are written in specific, descriptive, language)
	1.3	Continue above with student drawings and descriptions
W	1.4	(continued) Precision in writing: saying exactly what you mean
	1.5	The ordering of words for meaning in a sentence
Th	1.6	Sentence definition: limiting each sentence to one basic idea
	1.7	Sentence recognition and completion, continued
	1.8	Sentence construction
	1.9	REVIEW/ 20 Pt. Quiz

UNIT TWO

T	2.1	Finding the subject noun; pronoun substitution
	2.2	Word substitution: synonyms*
W	2.3	Punctuation makes sentence sense
Th	2.4	Using quotation marks
	2.5	More practice with punctuation
	2.6	REVIEW/ 20 Pt. Quiz

UNIT THREE

T	3.1	Write It Right! checklist for sentence structure
W	3.2	The basic parts of speech
	3.3	Adverbs
	3.4	Adjectives
Th	3.5	Sentence Combining
	3.6	REVIEW/ 20 Pt. Quiz

UNIT FOUR

T	4.1	Proofreading: an introduction
	4.2	Practice in proofreading
W	4.3	More about adjectives
	4.4	Words that tell feeling
Th	4.5	Word substitutions*
	4.6	REVIEW/ 20 Pt. Quiz

*Students should be encouraged to use supplementary reference materials such as the dictionary and thesaurus. The following paperbacks, which cost about $1 each, are recommended:

Pyramid Dictionary Series, levels 3 and 4
Scholastic Dictionary of Synonyms, Antonyms, and Homonyms

UNIT FIVE

T 5.1 Expanding the simple sentence to a compound sentence
5.2 The adverb clause
W 5.3 More practice with the adverb clause
Th 5.4 More practice with expanding sentences
5.5 REVIEW/ 20 Pt. Quiz

UNIT SIX

T 6.1 The adjective clause
W 6.2 Combining different clauses
Th 6.3 Prepositional phrases
6.4 REVIEW/ 20 Pt. Quiz

UNIT SEVEN

T 7.1 Compound sentences and complex sentences
7.2 Compound subjects/compound predicates
W 7.3 Using adjectives to expand sentences
Th 7.4 Subjects (subject nouns) and predicates
7.5 REVIEW/ 20 Pt. Quiz

UNIT EIGHT

T 8.1 Sentence Combining as an introduction to composition
W 8.2 Punctuation; more about the use of comma
8.3 More practice with punctuation
Th 8.4 Sentence Combining: identifying compound sentences and complex
8.5 REVIEW/ 20 Pt. Quiz

UNIT NINE

T 9.1 Descriptive language (descriptive nouns for precision)
W 9.2 Word substitution
9.3 (Continued) word substitution
Th 9.4 Figurative Language
9.5 More work with idioms
9.6 REVIEW/ 20 Pt. Quiz

UNIT TEN

T 10.1 Verb tense
10.2 Practice with verb tense in sentences
10.3 Word substitution
W 10.4 Adding adjectives and adverbs
10.5 Careful attention to detail
Th 10.6 Noun-verb agreement
10.7 REVIEW

UNIT ELEVEN

T 11.1 Giving directions
11.2 Writing a message
W 11.3 What are the facts? the details? the order?
Th 11.4 More practice on sequence of events
11.5 REVIEW/ 20 Pt. Quiz

UNIT TWELVE

T 12.1 Defining a paragraph
12.2 Getting the main idea
12.3 Getting a good topic sentence
W 12.4 What are the details?
12.5 What details don't belong?
Th 12.6 What is a good title?
12.7 Getting it all together

UNIT THIRTEEN

T 13.1 Writing the autobiographical paragraph
13.2 Writing three paragraphs (autobiographical)
W 13.3 Writing a biographical paragraph
13.4 Writing three paragraphs
13.5 Writing a good ending
Th 13.6 Facts vs. fiction
13.7 Naming and developing the character
13.8 Limiting each sentence to one basic idea (see 1.7)
13.9 REVIEW/ 20 Pt. Quiz

UNIT FOURTEEN

T 14.1 Writing about <u>things</u>: a formula
14.2 One paragraph --- three paragraphs
W 14.3 A story: fantasy (getting the idea, listing details)
14.4 Using conversation in a written paragraph
14.5 Continuing the story of fantasy to four paragraphs
Th 14.6 Writing a story that contains conversation
14.7 Listing events, reviewing sequence, paying careful attention to details
14.8 REVIEW/ 20 Pt. Quiz

UNIT FIFTEEN

T 15.1 Writing a letter requesting information
15.2 Writing a letter giving information
W 15.3 Informal letters and notes to friends
Th 15.4 Filling out forms requesting information
15.5 Placing an order by mail
15.6 REVIEW/ 20 Pt. Quiz

INTRODUCTION AND ORIENTATION: FIRST DAY

***** The students are shown a three minute slide-type presentation, the purpose of which is to motivate and direct the student (see Appendix B for script). The following values are examined:

Why write? Who needs to write? Why?
What purpose? How do we do it?

The motivational strategy used in the slide-tape presentation is summarized in the remarks which follow:

Different kinds of writing styles exist because everyone is an individual. But everyone uses the same basic ingredients to learn to write:

a pencil, paper, knowledge of word, words in a sentence, sentences in a paragraph, parts of speech, etc.

And everyone can learn to be a good functional writer. This is because functional writing doesn't involve style or many years of education or a well-read background.

Functional writing is the place where everybody begins.

You can travel as far as you want to after that. You can spend a lot of your life writing presentations (if you're a speaker) or lessons (if you're a teacher) or briefs (if you're a lawyer) or poetry (if you're a poet) BUT WHERE YOU GO IN WRITING IS UP TO YOU.

The beginning is functional writing...and that's where we all are, at one time or another, at the beginning.

Actually a person can be in school a long time and not be much of a writer. Why? Writing requires special skills. Writing requires alot of practice. Writing requires a person to know certain things about the written language.

Now, some of you for the first time, are being given a chance to learn how to become...and to be... a good functional writer.

For most of us, it will be enough to be a good functional writer. It is sufficient to make our needs and wants known. We may not want to be poets or writers or teachers or lawyers or anything more than what we want

to be. We want to be ourselves first...but even to let other people know who that self may be we have to be able to write.

Join the club.

Get writing power!

(NOTE: The introductory presentation above is part of the slide presentation. It is repeated again at the beginning of class the first day because the author feels its message bears repeating.)

Following the slide-tape presentation, students form small groups of four or five members and each group is presented with a different "position paper." Purpose: students are allowed to explore the values involved in writing; each group takes a different position, is given five minutes of small group discussion/reaction time to the "position paper."

POSITIONS:

1 A person who can read well can write well.

2 Whether or not you can write well depends on the teachers you had and how much they made you write.

3 In today's world a person has to write effectively in order to be successful.

4 This is the age of computers and calculators. What difference does it make how well you write? None whatsoever.

5 Let's face it: writing well depends on how smart you are.

After the small groups have had sufficient discussion time, they are invited to share their reactions with the total large group. Allow 15 minutes for this activity if you wish to hand out individual attitude surveys before the end of the period.

Distribute individual attitude surveys. Allow students as much time as they need to thoughtfully rate themsleves. Be sure significant information, e.g. date, birthdate, grade, is included. Assure students information will be confidential but names must be used so that a similar survey may be given at conclusion of course.

Spend remaining time of first period to acquaint students with goals of course, general daily procedure, homework assignments, tests, grading procedures, etc. Tell students that an informal inventory of basic writing skills will be given on the succeeding days of this first week in order that individual conferences may be held with each student. The purpose of the conference will be to review inventory with each student.

During the time that individual conferences are given, the teacher may plan the following independent activities in order to have alone time with each student. Average 1:1 conference should take ten minutes. Therefore, independent activities should be planned for five school days at least.

ALTERNATE ACTIVITIES FOR INDEPENDENT WORK DURING CONFERENCING WEEK:

Modules available for Self-Directed, Small Group Learning Activities

1 Sentences I

2 Sentences II

3 Sentences III

4 Classification

5 Following Directions

6 Spelling I

7 Spelling II

8 What's the Idea?

9 Order! Please!

Materials Needed

(At least one copy for every four students)

Pyramid Dictionary Level 4 Pyramid

Synonyms Scholastic

Thesaurus

Spelling Dictionary Lyon's and Carnahan

WORKING UNIT ONE

First Session

OBJECTIVE: Concept: There is a difference between spoken language and written language. There is a difference between talking about something and relating conversation in narrative form.

Encourage students, through direct participation to realize that there is

(a) a difference
(b) specific differences involved

Assist students by laying foundation for recognition and completion of sentences in written language.

CONCEPT: Oral language is different than written language.

PRESENTATION OF CONCEPT:

Two students read the following script while others listen:

Billy: Goin' to the game t'nite?
Mike: Dunno.
Billy: Wish I could go.
Mike: Me, too.
Billy: Whattsa matter?
Mike: M'bike hassa flat tire.
Billy: Too far to walk, huh?
Mike: Do ya think Tommy would take us in his car?
Billy: Ha! Tommy is goin' to take his girlfriend.
Mike: Tommy has a girlfriend?
Billy: Yeh!
Mike: Who?
Billy: Girl who just moved next door.
Mike: I didn't know that.
Billy: Think your father would take us?
Mike: Dad will be away all weekend.
Billy: We'll have to find some way to get to the game.
Mike: Hey, look!! Here comes Tommy!!!
Billy: Where?
Mike: He just turned into your driveway.
Billy: Boy!! Tommy has one terrific car.
Mike: Let's ask him to take us to the game.
Billy: He's not going to like this idea.

A written conversation (see next page) presenting the same situation is distributed to each student. Students read silently while instructor reads aloud. After the written conversation is read, students are asked to make comparisons between the written dialogue and spoken dialogue. The following questions may guide an open discussion of this comparison.

1. Which conversation sounded "more natural" to you?

2. Are all of the statements and questions in the written conversation complete sentences?

3. When speaking to a friend, is it always "natural" or necessary to use complete sentences? Why? Why not?

4. Do we often have to use more words or better organized words and word groups when we are writing about something than when we are discussing it with someone?

Billy: Are you going to the game tonight?

Mike: I don't know if I'm going to the game tonight.

Billy: I wish that I could go.

Mike: I wish that I could go, too.

Billy: What is tha matter?

Mike: My bike has a flat tire.

Billy: It's too far to walk to the game.

Mike: Do you think Tommy would take us in his car?

Billy: Tommy is going to take his girlfriend.

Mike: Does Tommy have a girlfriend?

Billy: Yes, Tommy has a girlfriend.

Mike Who is Tommy's girlfriend?

Billy: Tommy's girlfriend is that new girl who just moved next door.

Mike: I dod not know that.

Billy: Do you think that your father would be able to take us to the game?

Mike: Dad is away for the weekend.

Billy: Is he going to be away all weekend?

Mike: Yes, Dad will be away all weekend.

Billy: We will have to find some way to get to the game.

Mike: Here comes Tommy now.

Billy: Where is Tommy? I don't see him.

Mike: Tommy has just turned into your driveway.

Billy: I really think he has a terrific car.

Mike: Let's ask him to take us to the game.

Billy: Tommy is not going to like this idea.

INDIVIDUAL WORKSHEET

The short conversation below is written exactly as it might be spoken by two friends. Read the conversation. Try to pretend that you are one of the people in the conversation.

What are you doin'?

Tryin' to find some worms.

For what?

Goin' to go fishing.

Where?

Down at the pond.

Who else is going?

My brother.

Your big brother?

No. Stevie, my little brother.

Can I go?

On the lines below, write each line. Change the words or add words so that each line that you write is a COMPLETE sentence. The first four lines are done for you.

What are you doing?

I am trying to find some worms.

Why are you trying to find some worms?

I am going to go fishing.

_____

_____

_____

_____

_____

_____

_____

FOLLOW UP OPEN DISCUSSION TO PREPARE
FOR SMALL GROUP OR PARTNER ASSIGNMENT

Have several students volunteer to read the lines that they have just written.

Ask the following questions:

1. When you rewrote the lines, did you feel that you were repeating some words too often?

2. Can words like "no" and "where?" as used in this conversation be considered complete sentences?

3. Did you find that there is more than one way to say the same thing, for example:

   No, I am going with Stevie, my little brother.

   I am going with my little brother Stevie.

   My little brother Stevie is going with me.

GROUP ASSIGNMENT

Let's try to write, in a few sentences, what is really happening in this conversation. Let's write a few sentences together on the chalkboard. Then you can get into small groups and decide how you would tell in your own words what you think is happening.

SAMPLE

One boy is digging for worms so that that he can go fishing. His friend walks up and wants to know what he is doing. When he finds out, he wants to know who else is going fishing. He wants to go, too.

Have students divide into small groups of five or six. Have each group write their own version of what is happening. Tell students not to worry about handwriting or even about the quality of their writing . . . the object is to tell what is happening. One member of each group who feels most comfortable with handwriting should be the recorder. Allow approximately ten minutes for this activity.

FOLLOW-UP GROUP ACTIVITY

Ask one or two groups of partner relationships to report what they have written.

The following questions may be helpful for an open discussion:

1. How did you feel about writing about instead of writing down exactly what people say?

2. Do you think it is harder to write about what happened than it is to write down exactly what people say?

3. How is it different to write about what someone has actually said than it is to write down the words that were said?

INDEPENDENT ACTIVITY (to begin in the class and complete before the following class period)

Present the following situation:

Two people are planning a camping trip.

DIRECTIONS TO STUDENTS:

Write down a list of the things you will need for the camping trip.

Write down where you will go.

Write down how long you expect to stay.

Now, write four lines of conversation about any of the three things you have just listed. You may write about more than one thing if you want to.

NOTE: Allow students sufficient time to write two lines while they are in class. It might be helpful, since this may be a new experience for them, if these two lines could be written on the chalkboard, soliciting dialogue from students.

ASK STUDENTS TO WRITE THE LAST TWO LINES ENTIRELY ON THEIR OWN AND BRING TO NEXT SESSION.

TUESDAY

PRESENTATION OF CONCEPT Read a paragraph (the first is a good example) from The Stranger Who Taught Magic by Arthur Gordon. The following words should then be written on the chalkboard: boy, day. Ask students to contribute words from the paragraph just read that describe these two words. Show that the words underlined are nouns because they NAME and the words listed underneath are adjectives because they DESCRIBE or tell about. Ask each student to think of one adjective that describes himself or herself. Have them write their names on a piece of paper and then write the one adjective under their names.

INDIVIDUAL ACTIVITY Ask everyone to write ten favorite words on a piece of paper. Tell them that the words can be adjectives or nouns. Next, each student chooses one word to write a sentence. They should also give the same word (later) to their partners. The sentence should have N & ADJ.

FOLLOW-UP DISCUSSION TO PREPARE FOR PARTNER ACTIVITY TO FOLLOW Finish reading the story selected above. List these words on board: boy man. With whole group participation, list words from story (or from imagination) that describe the boy and man.

PARTNER ACTIVITY Each student should give to his/her partner the one word that was chosen to write a sentence for individual activity described above. Each partner should - without looking at the sentence already written - write a sentence using the same word. Ask students then to compare sentences.

Objective: students observe firsthand that words take on a very different meaning depending on how they are used in a sentence or how they are used together. Example:

The noisy dog chased a cat up the tree.
The dog curled into a lazy ball and slept under the tree.

GROUP ACTIVITY Write the following sentences from the story on chalkboard:

1. He made me see things in a new way.
2. The magic he taught me was not just in words.
3. I listened when he read from books.
4. Everyday I took him to my favorite places.

Ask for individuals from group to identify nouns and adjectives. Ask everyone to write sentences 3 and 4 on paper. Distribute WRITE IT RIGHT! checklists. Explain that this list will be used for the remainder of the course. It is a sheet that each student may use for reference to see whether or not a sentence is written correctly. Students are to mark numbers one, four, five, and nine of the checklist. These are the only things they are to be concerned with at this time.

INDIVIDUAL ACTIVITY Dictate the following sentence:
The boy heard a voice above his head.

Ask each student, as an individual assignment, to list two adjectives for boy and two adjectives for voice. Ask each student to write sentences using these nouns and adjectives. Ask them to use Checklist 1, 4, 5, and 9 (as identified above) to check the correctness of their written sentences. (Students may complete and bring to class for Friday REVIEW)

WEDNESDAY PRESENTATION OF CONCEPT (continuation of adjectives; introduction of adverbs and verbs)

PRESENT THE IDEA OF VERBS AND ADVERBS IN THE FOLLOWING WAY:

Select a sentence from the story, such as:

We looked carefully for other things.

Ask students to identify the ACTION word by asking them what did the two people in this scene (sentence) do? (Answer: they looked) Say to the total group: Looked then is the action; it tells WHAT THEY ARE DOIND. The action word is the verb. Now tell me, they looked in what way? (Answer: they looked carefully) Carefully then is the ADVERB because it adds something to the verb. It describes the verb. An adverb usually follows a verb and it often is a word that ends in the letters l-y.

spoke softly	smiled sweetly
dressed warmly	laughed loudly
ran quickly	ate slowly

Ask for volunteers to identify the adverb in each of the phrases above.

INDIVIDUAL ACTIVITY Distribute sheet 3.3 (adverbs) Ask students to do this sheet individually to make sure that they understand the concept of adverbs. Read the introductory sentences on the worksheet to the total group, then allow students to proceed with individual work.

FOLLOW-UP DISCUSSION TO PREPARE FOR PARTNER ACTIVITY:

Select a story such as The Day the Copperhead Bit Me by Jean Bell Mosley. List the characters and places on chalkboard before reading the story to the total group. Explain: students are going to write down the adjectives for the characters and places that occur to them as they are listening to the story.

Be certain that students understand they are to write the adjectives which describe the characters and places (choose no more than three for this activity) while they listen to the story.

PARTNER ACTIVITY (1) Partners will compare the words they wrote while listening to the story. Each partner may borrow words from his/her partner at this time. Ask partners to total the number of different adjectives they have. How many does each partner group have? Ask for volunteers to list their adjectives aloud if there is time to do this.

(2) In this second activity for partners, have students use synonyms dictionary for worksheet 3.4. They are to find as many adjectives (synonyms) for the words fat and thin as they possibly can. One partner may look up words for one work or they may share. Partners are to exchange words so that when activity is completed, each member of partner group has a list identical to his partner. The best worksheets (if volunteered) may be posted.

GROUP ACTIVITY List five nouns and five verbs on the chalkboard from the story. Suggested list as follows:

copperhead	ran
Dad	look
Mama	lifted
neighbors	reached
Bessie Stacy	felt

Group members volunteer to combine (in any way) the nouns and verbs into sentences. All sentences must relate to the story. All sentences should be given orally, then written on the chalkboard by the teacher.

INDIVIDUAL ASSIGNMENT Using checklist, write five sentences to demonstrate each of the following. The following list should be written on the board for clarity:

1. proper use of capitalization of a noun
2. use of adverb to describe verb
3. use of noun as name of (a) person (b) place (c) thing
4. use of adjective to describe noun
5. use of an adjective and an adverb in one sentence

THURSDAY PRESENTATION OF CONCEPT (sentence combining)
Write the following sentences on the board:

The lake is smooth.
The lake is calm.
The lake is gray.

Ask students what they think of these sentences. Are they interesting? Are they well written? What would make then better? (Responses: sentences are choppy, boring, repeat themselves, too short, not interesting)

Rewrite the sentences in this way by asking the students "What would happen if . . .?"

The gray lake was smooth and calm.

"Consider also . . ."

The lake was smooth and calm and gray.

The smooth lake appeared (was) calm and (looked) gray.

"It is acceptable to add other words if you need to . . ."

Everyone, individually, on paper, should try to find another way to write these three sentences so that they are combined into one interesting long sentence.

Continue presentation of concept with these longer, more complex, sentences:

The man was unhappy.
The man was concerned.
He thought it would rain.
He wanted to go boating.
He did not want to go boating in the rain.

Rewrite this way:

The may, who wanted to go boating, was unhappy and concerned because he thought it was going to rain.

In combining sentences, what are the things to remember???

1. Use all of the important words.
2. Make the sentence smooth and clear.
3. Make the sentence interesting to the reader.
4. Add words only if doing so adds to the clarity or smoothness of the sentence.
5. Do not change the meaning of the original sentences.

INDIVIDUAL ACTIVITY Distribute sheet 3.5, which gives practice for combining sentences.

PARTNER ACTIVITY Ask students to compare their individual answers for worksheet 3.5 with their partners. The two partners must compare each sentence to better understand the variations allowable and acceptable when combining sentences.

Next, both partners must agree on choosing one set of original short sentences to rewrite again, this time adding one of the parts of speech following: adverb, adjective, verb. They must rewrite the sentences and then illustrate them with a pencil drawing. Best work may be displayed.

GROUP ACTIVITY MATERIALS NEEDED: Snoopy cartoon on overhead transparency; overhead projector

Show the cartoon sequence. Have students, in large group, or in groups of five and six, take one frame of cartoon and write what is happening in a series of short sentences. Allow dialogue to be written about or to be inserted into sentences but do not be concerned about use of quotation marks if dialogue is written into the sentence. The use of quotation marks and conversation in written form is covered in Units Two, Eight, and Twelve, respectively.

INDIVIDUAL ACTIVITY Students are given newspapers. They are to, individually, locate a news event or report which can be rewirtten in a series of short sentences. (Follow-up partner activity on Friday--next day--is for individuals to exchange materials so that each person will be using someone else's report to practice the skill of sentence combining). The following example may be given if necessary:

The solar eclipse will be on Friday. The solar eclipse will be the last one of this century. The eclipse will not happen again for thirty-eight years. The eclipse will happen again in the year 2017.

The solar eclipse, which will not happen again until the year 2017, will be seen this Friday.

MATERIALS NEEDED IN ADDITION TO WORKSHEETS FOR UNIT THREE:

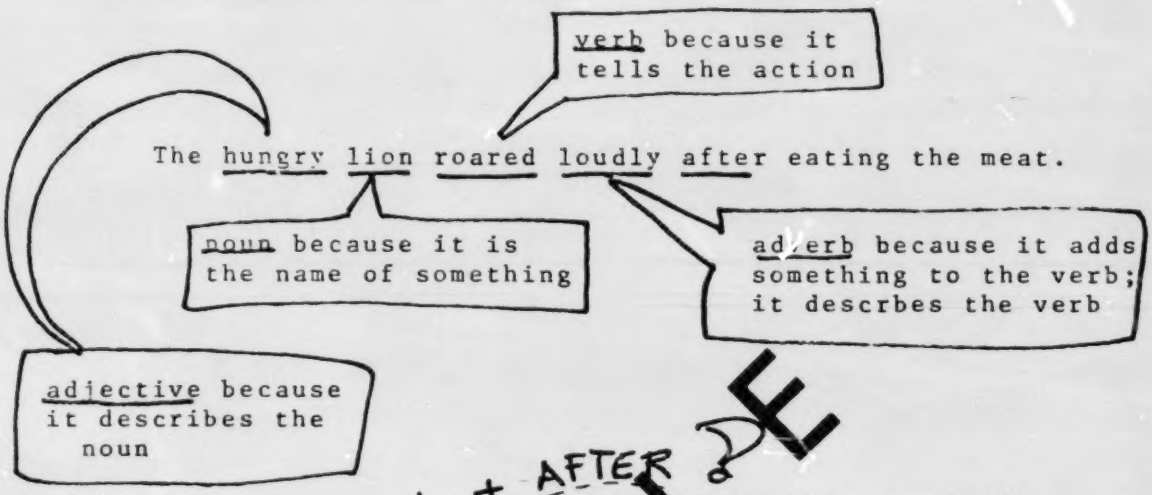
1 Reader's Digest Skill Builder, Four, Part One for stories:
The Stranger Who Taught Magic and
The Day the Copperhead Bit Me
2 Charlie Brown cartoon (featuring Snoopy)
3 Daily Newspaper, several copies
4 Scholastic Synonyms Dictionary

APPENDIX A

WORKSHEETS*

* Seventy-nine student activity sheets have been developed for implementation of this program. Masters will be available in workshops.

WHAT PART OF SPEECH IS IT???????


verb because it tells the action
The hungry lion roared loudly after eating the meat.
noun because it is the name of something
adverb because it adds something to the verb; it descrbes the verb
adjective because it describes the noun
What about AFTER?
preposition because it is a little word that goes with a noun (usually) and gives us some information about where or when

SAMPLE

TRY THESE:

1. The lazy dog slowly crawled from under the porch.

2. The calico cat purred contentedly in her box.

3. The crazy cow jumped quickly over the moon.

GET THE IDEA???????

Now do two sentences on your own. Remember that you can use the sentences above and just change some of the words. Get your partner to help you if you want to make up some very original sentences.

TRY THIS WITH YOUR PARTNER. DON'T GO TO YOUR DICTIONARY UNTIL YOU HAVE AT LEAST 5

SHIP

vessel craft boat

SAMPLE

battleship	yacht	_____
cruiser	tanker	_____
destroyer	[illegible]	_____
carrier	schooner	_____
freighter	sloop	_____
whaler	cutter	_____
pilot boat	steamer	_____
trawler	tugboat	_____

⇨ Now try FLOWER

5.3

ADD INFORMATION TO THESE SENTENCES TO EXPAND THEM BY USING THE ADVERB CLAUSE:

1. The clock ticks loudly.

2. She likes to drink tea.

3. Monkeys eat bananas.

PRACTICE BY USING MORE THAN ONE ADVERB. REFER TO WORKSHEET 5.2 TO GET THE LIST OF ADVERBS YOU MAY USE AND THEN REWRITE TWO OF THE SENTENCES ABOVE BY USING SEVERAL OF THESE ADVERBS.

1. ----------.

2. ----------.

GO BACK TO SENTENCES 1, 2, and 3 on this worksheet. Rewrite those sentences by changing the order of the clauses. SAMPLE:

John plays often because he likes the game.

Because he likes the game, John plays often.

SAMPLE

EXPAND THESE SENTENCES BY ADDING BOTH AN ADVERB AND AN ADVERB CLAUSE: SAMPLE:

Sentence: The man carried the rifle.
Add adverb: The man carried the rifle carefully.
Add adverb clause: Because he was a good soldier, the man carried the rifle carefully.

1. My grandfather is thin.

2. The people were raising their voices.

3. The crowd was moving.

Saying exactly what you mean!

A LITTLE WORD CAN MAKE A DIFFERENCE

We're going to the Top Hat to eat.

We're going to eat (at) the Top Hat.

We're going to eat the Top Hat.

We're going to the Top Hat, too. EAT!

We're going to eat (in) the Top Hat.

SPELLING AND PUNCTUATION CAN MAKE A DIFFERENCE

The Shrimp [illegible] was delicious.

The Shrimp, [illegible] was delicious.

SAMPLE

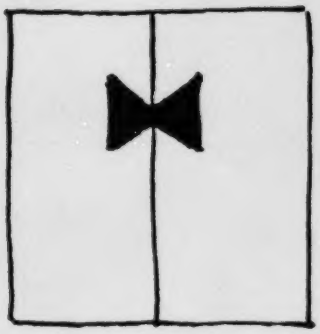
Jack carried the pie plate and apples on his head.

Jack carried the pie, plate, and apples on ahead.

Look ahead in the road.

Look! a head in the road.

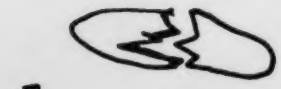
1.3



SAMPLE

a glass door
a sliding glass door
boat sailing on water (reflection)
hinge on a door
a present with a bow on top
stem of flower with leaves
bow tie with string
loudspeaker on pole
bowtie in rack
skinny person wearing bow tie
double bladed axe
cup on water (reflection)
butterfly between doors
butterfly on a stick
two measuring cups
a garage door
a closed window
a closed kitchen cabinet

Make sentences for each word. 92



break

shatter

crack

split

shiver

splinter

crumble

bust

fracture

SAMPLE

EXTRA CREDIT:

The cookie crumbles.
The cookie is crumbly.
The cookie has crumbled.
Crumble the cookie.
The cookie is crumbling.

4.4

John went on a hiking trip with his Uncle Roan. When it was almost dark, Uncle Roan decided to stop and build camp. He told John to set up the tent while he went to get some firewood. He said that he would build a fire and then cook them some dinner. John waited a long time. It got darker and darker. Uncle Roan was not back.

John was able to get the tent up part of the way but he really needed Uncle Roan. Also it had been a long time since he had eaten. He thought he heard a wildcat in the tree. What should he do?

What would you have done?

What words would you use to tell how John felt

Was he ...

happy	afraid	worried	hungry	sleepy
lonely	cheerful	unconcerned	scared	puzzled

Circle the words above that tell how John felt.

Write three sentences that tell how John felt. Use the words that you have circled. Go back to the story and find the sentence that tells you how John must have felt.

(1) _____

_____.

(2) _____

_____.

(3) _____

_____.

Now... WHAT would you have done?

SAMPLE

More Fun with Adjectives

SAMPLE

WHO'S FAT?

FAT

1. obese
2. _____
3. _____
4. _____
5. _____

WHO'S THIN?

THIN

1. gaunt
2. _____
3. _____
4. _____
5. _____

JOHN is the person we are going to talk about.

JOHN has blond hair. He is six feet tall. He is in the tenth grade. John plays football. John is captain of his team. John also studies Spanish. John has studied Spanish for three years.

ALL OF THE ABOVE ARE COMPLETE SENTENCES.

THE COMPLETE SENTENCE HAS A COMPLETE THOUGHT. IT HAS SOMEONE OR SOMETHING SHOWING SOME FORM OF ACTION.

John plays. John plays football. John plays football on Fridays.

John studies. He studies Spanish. He studies Spanish every day.

Which of the above are complete sentences?

SAMPLE

If a sentence has an actor but not any action, it is not complete.

If a sentence has action but no actor, it is not complete.

Sometimes the action may be a word showing physical action:

play run skip eat sew read

Sometimes the sentence has a form of the verb to be which shows a "state of being." It is important that you recognize these:

to be I am. You are. He is.

They are. I was. He was.

They were.

Sometimes the action is a form of to be with a verb ending in ing:

is going was eating am reaching

Decide which of the following are complete sentences:

1. Because the first day in April.
2. Is over by the gate next to the fencepost.
3. Caught the ball and ran for a touchdown.
4. John, who was fifteen on Friday.

The last sentence is tricky! Did you get it?

(You may use a THESAURUS)

He walked slowly.
He walked leisurely.
He was slow-paced.
He was snail-like.*
He gradually made his way.
He walked at a very reduced rate.
He sauntered.
He loitered.
He strolled.
He lingered.
He lagged behind.

SAMPLE

He walked slow as molasses.

* He walked at a snail's pace.

*Ask your teacher or go to worksheet 9.4

Now... You do it!

He ran quickly.

1.1

INDIVIDUAL WORKSHEET

The short conversation below is written exactly as it might be spoken by two friends. Read the conversation. Try to pretend that you are one of the people in the conversation.

What are you doin'?

Tryin' to find some worms.

For what?

Goin' to go fishing.

Where?

Down at the pond.

Who else is going?

My brother.

Your big brother?

No. Stevie, my little brother.

Can I go?

On the lines below, write each line. Change the words or add words so that each line that you write is a COMPLETE sentence. The first four lines are done for you.

What are you doing?

I am trying to find some worms.

Why are you trying to find some worms?

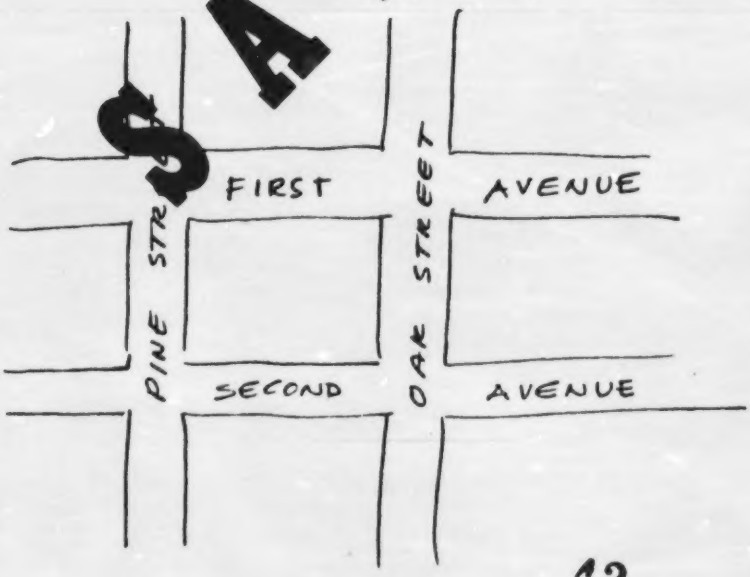
I am going to go fishing.

SAMPLE

BE SPECIFIC

WHERE IS IT ?

SAMPLE



Follow the instructions your teacher gives you to fill in the map on your left.

Then write simple instructions to your best friend to tell your friend how to find three things (places) on the map.

8.2

(9)

Mary ate corn, beans, squash and rice for dinner.

Mary ate corn beans squash and rice for dinner,

Mary ate corn, beans, squash, and rice for dinner.

Mary ate corn beans, squash and rice for dinner.

WHAT DID MARY EAT ?

1 Commas help you when you are making lists of things.

Commas help you when you are inserting something into a sentence, like this: 2

I wish, John, that you would go with us.

Mother said that we would go on Tuesday, May 14th,

I wish that June, however, would wait and go with you.

3 Commas help when you add clauses to a sentence:

He would not go with us.

Because it was late, he would not go with us.

John played football,

John, who was sixteen, played football.

4 Commas help with dates, too.

I will go on Tuesday, May 14, 1982.

or addresses:

She lives in Madison, New York. 5

SAMPLE

APPENDIX B

SCRIPT: SLIDE PRESENTATION SCRIPT

Enter the world of the writer.

The writer, who is he?
(A CAR GOING DOWN A HIGHWAY)

The driver of this car doesn't have to know how to write, or does he?

(WOMAN SHOPPING IN A SUPERMARKET)

This woman... She can write, but she doesn't have to buy groceries for her family, or does she?

Somebody is a writer if

they are a kid in school (A STUDENT IN SCHOOL)

they are a policeman (A POLICEMAN WRITING OUT A TICKET)

they are applying for government aid (A PERSON STANDING (AT A COUNTER IN LINE)

trying to find a job (A PERSON INTERVIEWING FOR A JOB)

sending away for something they want (A PERSON FILLING OUT AN ORDER FORM FOR MERCHANDISE)

they are a teacher, or a lawyer, or a doctor...

but not if they are an everyday person who hasn't been to college.

What about a waitress? (WAITRESS TAKING AN ORDER)

A salesperson (SALESPERSON TAKING AN ORDER)

A fireman (FIREMAN FILLING OUT A REPORT)

A mechanic (MAKING OUT A SLIP FOR REPAIRS)

O.K., O.K., what you say may be true, and yet...

There are highway signs that are symbols not words (SIGN)

Directions that are color coded, not written (STREET LIGHT, LINES IN CORRIDOR)

Applications that require a person only to sign their name
(PERSON BUYING AN ARTICLE AND SIGNING THE SALES SLIP)

What is needed in this world today is for a person to read
(A PERSON READING A SIGN)

to make money (RECEIVING A PAYCHECK) and to spend money and make change

and to sign your name (WRITING SIGNATURE)

and to listen carefully enough to understand (LISTENING TO DIRECTIONS)

and to watch television (WATCHING TELEVISION)

and to read the newspaper...the important parts (READING NEWSPAPER)

Let's go back to the person driving down the highway (RETURN SHOT)

This person had to know how to read and write to take the driver's test to get his license (PERSON TAKING DRIVING TEST)

The woman shopping in the store (RETURN SHOT) had to make out a shopping list before she started shopping (WOMEN MAKING OUT A SHOPPING LIST)

IN FACT, LET'S FACE IT...

EVERYBODY has to write.

Some people have to write more than others. (LAWYER)

Some people have to write better than others. (JUDGE IN ROBES)

But EVERYBODY HAS TO WRITE. (A BUTCHER, A BAKER, A CANDLESTICK MAKER...AN INDIAN CHIEF)

What are we talking about?

Clever writing. (A NOVELIST READING HIS WORK TO AUDIENCE)

Poetry. (SOMEONE RECITING POEM TO GROUP)

Beautiful handwriting? (A WELL ENDOWED MATRON WRITING FLOURISHING HAND)

A story? (SOMEONE WRITING WITH A QUILL PEN)

no. FUNCTIONAL WRITING.

Does this mean knowing what a sentence is? (PERSON WRITING) knowing how to write one? knowing parts of speech? knowing how to put sentences together to make a paragraph, write a description of something, write a letter?

Yes, all of these things and more.

A writer can (THE FOLLOWING SHOTS ARE A SERIES OF CARTOON CHARACTERS ACTING OUT THE SCENE OR SITUATION DESCRIBED)

select the right word

write down what he is thinking

get things together in proper order

write a good topic sentence

get his point across when he wants to

But can a person really LEARN HOW TO WRITE????

I thought people were born with talent to write

Well, there are poor tennis players

and there are good tennis players

and there are wonderful tennis players

and there are champions

BUT EVERYONE CAN LEARN TO PLAY TENNIS

if he can hold a racquet

hit a ball

run slightly

follow the ball

A person can learn to write IF

he can hold a pencil

has a piece of paper

knows what a sentence looks like without falling over it

and can put two sentences together

He can be an even better writer if he knows

about sentence fragments

parts of speech

topic sentences

conclusions

punctuation marks

sequence

And the more he knows, the better he writes.

That's what this course is all about!

By taking this course, a person can learn to do all of these things and learn to do them better...

and better...

and better...

Practice makes it.

Sharing with others makes it.

Working on your own makes it.

Working things out together makes it.

That's what its all about.

That's what this course is about.

And we don't care if you're a BUTCHER

BAKER

CANDLESTICK MAKER

INDIAN CHIEF

LANDLORD or RENTER

TEACHER or STUDENT

CAR MAKER or CAR RACER...

Whatever you do, you can get better at it.

WELCOME TO THE WORLD OF WRITING POWER!!!!

APPENDIX C

INFORMAL INVENTORY

of

FUNCTIONAL WRITING SKILLS

@ P. K. Yonge Laboratory School, 1978

INFORMAL INVENTORY

FUNCTIONAL WRITING SKILLS

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NAME _____ DATE _____

CLASS _____ TEACHER'S NAME _____

* *

SENTENCE RECOGNITION AND COMPLETION	1 ____	2 ____			12 ____	
CAPITALIZATION AND ABBREVIATIONS	4 ____	5 ____	8 ____		10 ____	
PUNCTUATION	3 ____	6 ____	7 ____	11 ____	14 ____	15 ____
SENTENCE COMBINING		13 ____				
DESCRIPTION		16 ____	17 ____			
CLARITY		18 ____	19 ____	20 ____		
COMPOSITION (Sentence)	21 ____	22 ____	23 ____	24 ____	25 ____	
WORD USAGE	9 ____					
FORM COMPLETION	26 ____					
INFORMAL NOTE/LETTER	27 ____	30 ____	25 ____			
COMPOSITION (Paragraph)	28 ____	29 ____				

AREAS IN WHICH I HAVE SKILL MASTERY _____

_____

AREAS IN WHICH I HAVE ADEQUATE SKILLS _____

_____

AREAS IN WHICH I NEED MORE SKILL WORK _____

_____

DIRECTIONS: In the first eight questions below you may have more than one correct answer. Circle on your answer sheet all of the answers that you think are correct.

1. Find the word groups below that are complete sentences.

   (A) The boy ran.

   (B) After the bell rang at two o'clock.

   (C) Two girls in jeans.

   (D) It rains in August.

2. Choose the incomplete sentences below:

   (A) Car turned over.

   (B) Passed the man on the highway.

   (C) Cried all the way home.

   (D) He believed that the boys were right.

3. Find the sentences below in which the commas are used correctly:

   (A) Mary went shopping with Beth, Amy, and Joan.

   (B) I wish, John, would go with us.

   (C) I bought three pencils, a book and a pair of scissors.

   (D) Do you think, Jim, that you will go to the game?

4. Choose the correct abreviations for each of the words below:

DOCTOR	(A)	Doc	(B)	Dr.	(C)	Dr
BOULEVARD	(D)	Boul.	(E)	Blvd.	(F)	B'lvd
AVENUE	(G)	Aven	(H)	A've.	(I)	Ave.

5. Which of the addresses below are correctly written?

(A) Ms. Mary Jones
Orange
Texas

(B) Dr. Martha Brown
123 North Main St.
Ohio, 32407

(C) Dr. Martha Brown
Toledo, Ohio 32407

(D) Mr. Barry Smith
143 South Main Avenue
Plains, Vermont 32486

(E) Dr. Adam Bean
April Road
Montclair 39087

(F) Ms. Roberta Ross
2345 Snow Hill Drive

(G) Ms. Martha Wheeler
45 Pine Street
New, Arkansas 55578

6. Find the sentences below in which the commas are used correctly:

(A) On Tuesday morning, before school, I listened to the news.

(B) Sad and lonely, the boy sat on the fence post.

(C) The white house, on Main Street, is more than ten years old.

(D) I need to buy milk, eggs, cheese, bread, and butter.

7. Find the sentences below in which QUOTATION MARKS are used correctly:

(A) Mother asked "Jim if he would go with us."

(B) Jim said, "Do you want to leave at three o'clock?"

(C) "I wish," said Mary, "that you could see the play."

(D) Every time he sneezed, "Mary brought him a kleenex."

8. Choose the sentences below in which capital letters are correctly used:

(A) Yesterday Mother and Joan went shopping.

(B) Did you see the movie on Thursday night?

(C) I wish the bailey brothers had fixed their car.

(D) Daddy said that I could go to the game in White Oaks.

(E) Mr. allen did not win the game.

9. Choose the word that is correctly used in each of the sentences below:

John watch (A) watched (B) is watching (C) the game last night.

Mary has gone (D) has went (E) is gone (F) on the bus to Ohio.

Sammy came (G) come (H) has come (I) home last night.

10. Which of the following sentences has correct use of capital letters and punctuation?

(A) He wished that his Sister would stay home.

(B) he wished that his sister would stay home.

(C) He wished that his sister would stay home.

11. In which of the following sentences does John ask Paul to go to the game with him?

(A) John said, "Paul, let's go to the game."

(B) "John," said Paul, "let's go to the game."

(C) John said Paul would go to the game.

12. Choose the word or words that best complete the sentence below:

This is my brother Tom the

(A) from Jefferson High

(B) football

(C) football player from Jefferson High

13. Read these four short sentences:

The singer was young. The singer was a male. He stepped into the spotlight. The spotlight was red.

Which of the sentences below puts all of the sentences above together in the best way?

(A) The young singer stepped into the spotlight.

(B) The male singer walked onto the stage.

(C) The young male singer stepped into the red spotlight.

(D) The spotlight shone on the singer.

14. Which sentences below use commas correctly?

(A) John Mary and, Joe went to the game.

(B) John, Mary and, Joe went to the game.

(C) John, Mary, and Joe went to the game.

(D) John, Mary, Joe, and Tom went to the game.

15. Which of the sentences below should end with a question mark?

(A) John asked Joe if he could go.

(B) John, ask Joe if he can go.

(C) Did John ask Joe if he can go.

(D) Ask John if he can go.

16. Which sentence below best described Mike's dog?

(A) Mike has a big dog.

(B) Mike has a dog that is very big and has light brown fur.

(C) Mike's brown Boxer is a very big dog.

17. Which sentence below best describes where Jane lives?

(A) Jane lives in a big white house.

(B) Jane's house is on the corner of First Avenue and Palm Street.

(C) Jane's big white house is two blocks away.

18. Read this short paragraph and then choose the one sentence below that best explains what happened in the paragraph:

Pete and Jim are on the same baseball team. Pete has just talked to Jim on the telephone. Pete told Jim that he would meet him and that they could go to the baseball practice together. He said that he would meet Jim at his house at four o'clock.

(A) At four oclock, Pete called Jim about baseball practice.

(B) Pete told Jim that he would meet him at his house at four o'clock to go to baseball practice.

(C) Pete and Jim are on the same baseball team.

19. Which sentence seems most clearly written?

(A) Joe asked Mary to tie up her ugly old dog because he thought that that dog was always trying to bite him.

(B) Joe asked Mary to tie up her dog because he was afraid that the dog was going to bite him.

(C) Mary's big dog always tries to bite Joe if you believe what Joe says and so he asked Mary to tie him up.

20. Which of the following sentences below tells what Joe asked Mary to do?

(A) Joe asked Mary to tie him up.

(B) Joe asked Mary to choke her dog.

(C) Jim asked Mary to tie up her dog.

21. If your neighbor had a dog that you thought would bite you, what would you do? Write down what you would do in no more than two sentences.

22. Write a sentence below that tells your age and the color of your eyes and hair.

23. Write a sentence below that describes what you like most about your best friend.

24. Write a sentence below that best explains how you get to school from your home.

25. You get home from school and find that your little brother has left his bike at school because it has a flat tire. You are going to walk your brother to his school and help him bring his bike home. Write a note to your Mom and Dad to explain where you will be and why.

_____

_____

_____

_____

_____

26. Which of the following forms is filled out correctly?

(A)

Name: Ruth (Last) ELLen (First) Jones (Middle)

Address: 123 Maple Street (Number & Street) Chio (City)

Fernvilla (State) 26202 (Zip Code)

Telephone Number (Include area code) (865) 472-3121

(B)

Name: Jones (Last) Ruth (First) Ellen (Middle)

Address: Maple Street (Number & Street) Fernvilla (City)

Chio (State) 26202 (Zip Code)

Telephone Number (Include area code) 472-3121

(C)

Name: Jones (Last) Ruth (First) Ellen (Middle)

Address: 123 Maple Street (Number & Street) Fernvilla (City)

Chio (State) 26202 (Zip Code)

Telephone Number (Include area code) (865) 472-3121

BEST AVAILABLE COPY

27. Which of the following letters is written correctly?

(A)
Dear Sir,

I need some facts. about Montata, our class is studying about states, in the West. Please. Send me information.

Yours,

Bill Johnson

(B)
Dear Sir,

I need some facts about Montana. Our class is studying about states in the West. Please send me information.

Sincerely,

Bill Johnson

(C)
Dear Sir,

I need some facts about Montana. Our class is studying. About some states in the west. Please send some information.

Your friend,

Bill Johnson

28. Write a paragraph of three (3) sentences that explains what you like or don't like about motorcycles.

29. Think of a place that is very special to you. It can be a place that you visited or a place where you have lived. Write a paragraph of four or five sentences that describes this place to one of your friends who have never been there.

30. You have just received a letter telling you that you have won $100. Write an informal letter to a friend telling how you feel and, if you like, what you will do with the money.

APPENDIX D

S T U D E N T S U R V E Y*

NAME _____ BIRTHDATE _____

CLASS _____ TEACHER _____ DATE _____

1. I am a good writer.	YES	SOMETIMES	NO
2. I can say what I want to say when I write.	YES	SOMETIMES	NO
3. People think that a person who cannot write well is dumb.	YES	SOMETIMES	NO
4. A person who can read well can write well.	YES	SOMETIMES	NO
5. Good grades in school go to the person who writes well.	YES	SOMETIMES	NO
6. Writing is a set of rules that you have to learn.	YES	SOMETIMES	NO
7. In order to write well, you have to practice.	YES	SOMETIMES	NO
8. A smart person can read well but doesn't have to be a good writer.	YES	SOMETIMES	NO
9. A writing course can help a person be a better writer.	YES	SOMETIMES	NO
10. I write letters to my friends.	YES	SOMETIMES	NO
11. I write in a diary.	YES	SOMETIMES	NO
12. I make good grades in school.	YES	SOMETIMES	NO
13. I think that I write very well.	YES	SOMETIMES	NO
14. Writing well depends on how smart you are.	YES	SOMETIMES	NO
15. A person who writes often is a good writer.	YES	SOMETIMES	NO
16. Writing well depends on your teachers.	YES	SOMETIMES	NO

*developed by Barbara M. Kaiser

59

APPENDIX E

ADDITIONAL MATERIALS HELPFUL FOR UNIT PRESENTATIONS

PAPERBACKS

Pyramid Dictionary 3 & 4	Pyramid Publications New York, New York
Synonyms, Antonyms, Homonyms	Scholastic New York, New York
Spelling Dictionary	Lyons & Carnahan Chicago
A Standard Dictionary (Teacher's Choice)	

SKILL BOOKS FOR SHORT STORY SELECTIONS (optional)

Action Readers Units 1, 2, & 3	Scholastic New York
Reader's Digest Skill Builders	Reader's Digest Pleasantville, New York

OTHER MATERIALS, NON CONSUMMABLE

Stopwatch Chalkboard Overhead Projector

OTHER MATERIALS, CONSUMMABLE

Chalkboard Chalk, several colors
Felt-tip markers
Writing pad
Manila folders (for each student)
Local daily newspapers

STATE-ADOPTED MATERIALS

Beginning Thesaurus Junior Thesaurus	Scott, Foresman & Co. Glenview, Illinois

STORY SELECTIONS AND EXCERPTS

ACTION READERS

So Like Brothers	by Guy de Maupassant
Heart of Gold	Glen Harlan
Secret Message	Mel Cebulash
The Fun They Had	Isaac Asimov
Crash At Red Rock River	Valeria Winkler Griffith
Last Man On Earth?	Bennett Cerf
After Twenty Years	O. Henry

READER'S DIGEST SKILL BUILDER, Silver Edition

The Stranger Who Taught Magic	Arthur Gordon
The Day the Copperhead Bit Me	Jean Bell Mosley

INDIVIDUAL PAPERBACKS (available through Scholastic Paperbacks)

I'm Really Dragged But Nothing Gets Me Down
by Nat Hentoff

Stories of Champions
by Sam and Beryl Epstein

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175 WORDS MOST FREQUENTLY USED IN BASIC WRITING *

a
able
about
above
after
again
all
am
an
and
any
are
aren't
ask
asked
at

be
because
been
before
both
but
by

came
can
cannot
can't
come
coming
could
couldn't

did
didn't
do
does
doesn't
done
don't

every
everyone
everything

few
for
from

gave
get
getting
give
go
goes
going
gone
got

had
hadn't
has
hasn't
have
haven't
having
he
her
here
he'll
he's
him
his
how

I
I'd
if
I'll
I'm
in
into
is
isn't
it
its
it's
I've

knew
know

last
let
let's
like

made

make
many
maybe
me
more
much
my

near
never
next
no
none
not
nothing

of
off
often
on
one
or
other
our

ready
really

said
saw
seem
seen
she
she'll
she's
should
shouldn't
since
some
someone
something
soon

take
taking
that
than's
the
their

them
then
there
these
they
they'll
the
this
those
to
too
took

until
us
use
used

very

wait
was
wasn't
way
we
well
we'll
went
were
weren't
when
where
which
who
will
with
without
won't
would
wouldn't

you
you'd
you'll
your
you're
you've

*developed by Barbara M. Kaiser